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ABSTRACT

The Hawkins/Stafford Elementary and Secondary Education Improvement Amendment of 1988 (P.L. 100-297) promotes access to quality education for educationally deprived students and excellence for all children. School level program improvement is a major component of this legislation. This publication is a major component of this legislation. This publication is designed to stimulate thinking and self-evaluation, and to direct the reader to additional resources. Information is provided on planning and implementing a program improvement project. The document describes the format of the program improvement plan and lists the resources possibly available for implementing such a plan. The resources include: (1) local resources and personnel; (2) national diffusion network; (3) effective compensatory education programs recognized in North Carolina; (4) private organizations and individuals; (5) technical assistance centers; (6) Department of Public Instruction personnel responsible for Chapter 1 programs; and (7) college and university personnel. Addresses and names of the resources are provided. The appendix provides instruments for describing school attributes and a sample format for program improvement planning. (GGH)

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Chapter 1

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PROGRAM IMPROVEMENT GUIDE

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PROGRAM SERVICES
DIVISION OF CURRICULUM AND INSTRUCTION

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION
BOB ETHERIDGE, STATE SUPERINTENDENT

REVISED SEPTEMBER 1990

RC 018058

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FOREWORD

The Hawkins/Stafford Elementary and Secondary Education Improvement Amendment of 1988 (P.L. 100-297) promotes access to quality education for educationally deprived students and excellence in education for all children. School level program improvement is a major component of this legislation.

Considerable research has been and continues to be done on school change and efforts to fulfill the promise of excellence. The intent of this publication is to generate ideas. Each school is unique and will need changes to meet its individual needs. We must review the research on what makes effective schools, then analyze our individual schools to determine the changes needed to progress toward quality education or excellence in education.

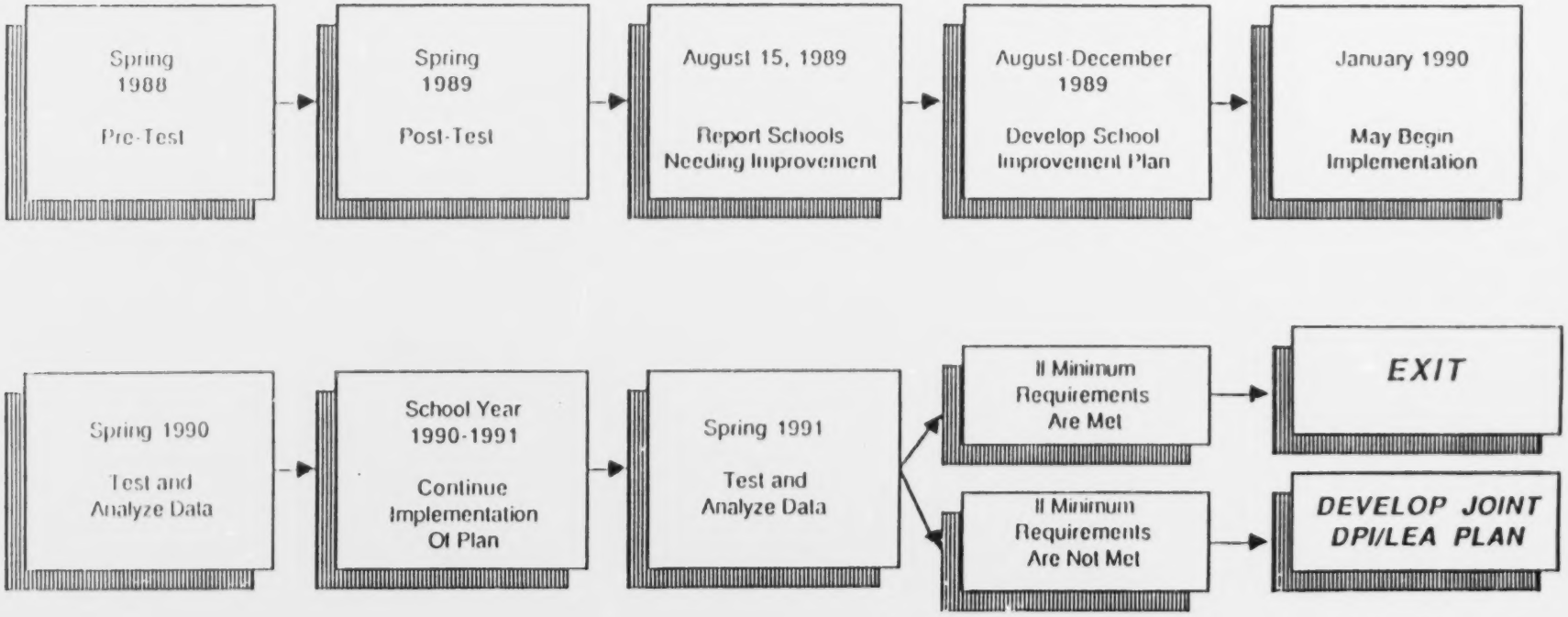
This publication is designed to provide an overview on the regulations, to stimulate thinking and self-evaluation, and direct the reader to additional resources.

The task of program improvement cannot be done alone, but will require hard work, cooperation, and communication of many individuals in the school environment and community. Our efforts are an investment in the future and the opportunity to have a positive impact on the lives of many children. There is no real way to measure or comprehend such an accomplishment.

Robert J. Marley, Chief Consultant
Compensatory Education

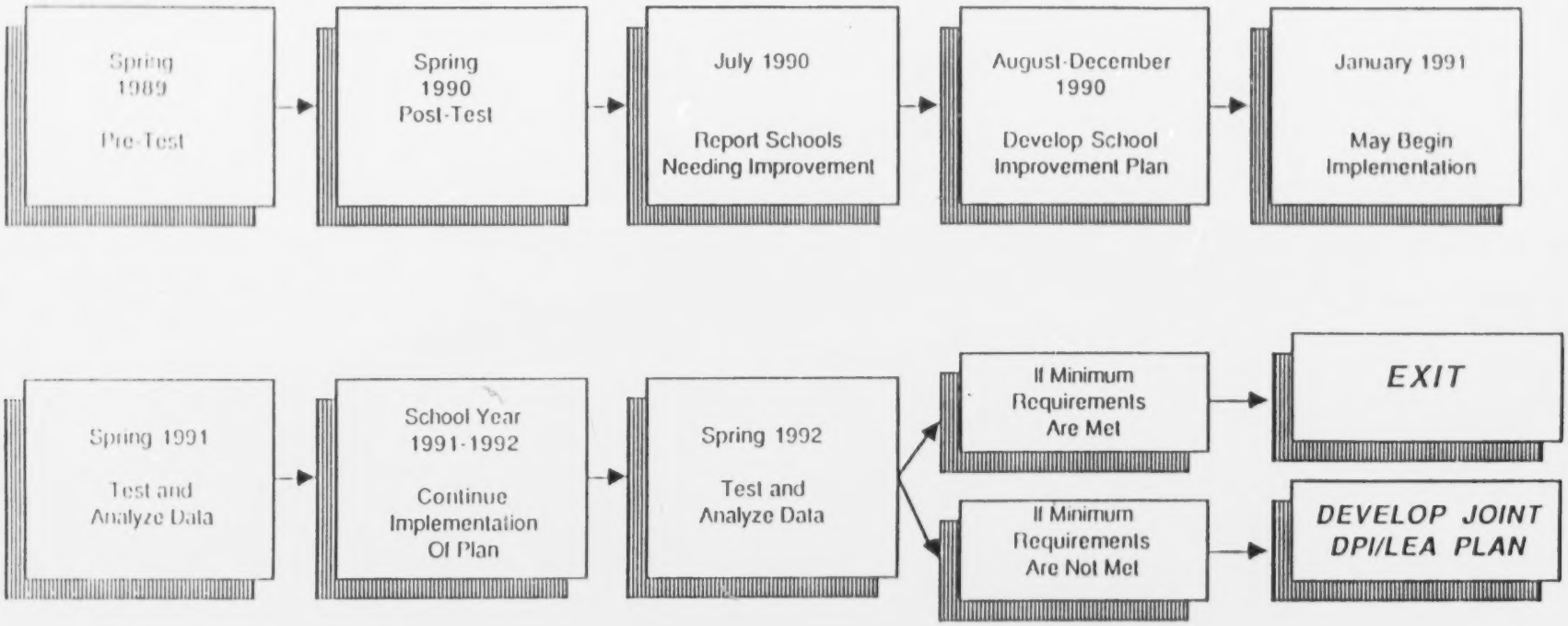
TIMETABLE FOR PROGRAM IMPROVEMENT CHAPTER 1

1988-1991

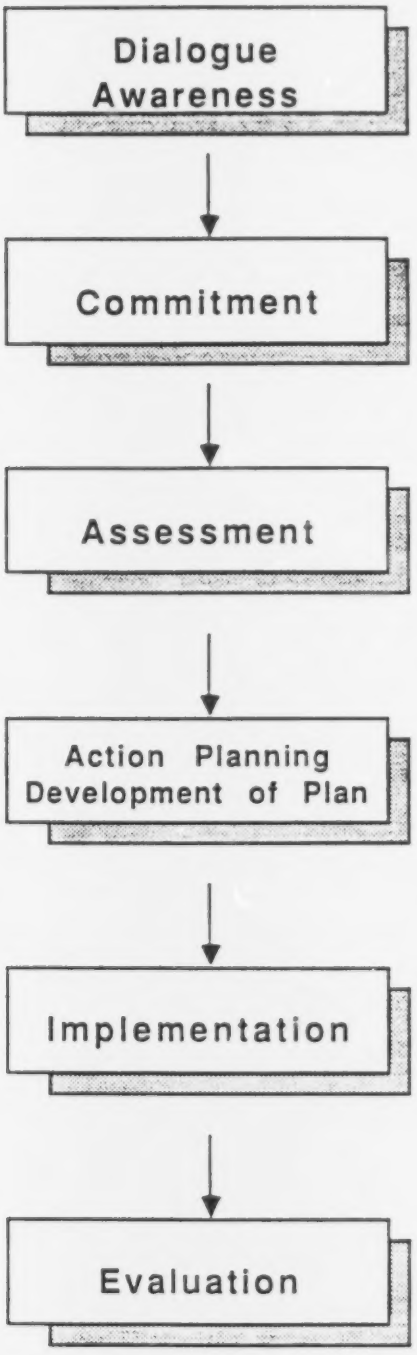


TIMETABLE FOR PROGRAM IMPROVEMENT CHAPTER 1

1989-1992



THE PROCESS*



*Adapted from "Schools Can Become More Effective," William J. Gauthier, Jr., Raymond L. Pecheone, and Joan Shoemaker, Journal of Negro Education, Vol. 54, No. 3, c. 1985.

The Process

Dialogue: Talk with key persons (superintendent, principal counselors, teachers, Chapter 1 consultant). Take a positive approach, one which stresses opportunity for successful changes.

Commitment: The Chapter 1 director, superintendent, and principal should respond to ideas for program improvement no matter how minor. Early discussions can bring about commitment.

Assessment: Self-analysis is often one of the best ways to assess a school or program; but whatever process is used, involvement of ALL staff or representatives of ALL in some way is essential. Several methods such as the following may be used in assessing the school:

Informal:

- Secure staff response to questionaires related to the extent of effective school practices. (See Appendix, p. 15)
- Interview individual staff members.
- Develop a school fact sheet which reflects pertinent data about the school. (See Appendix, p. 16)
- Hold a brainstorming session with staff, several groups or total staff.
- Secure an outside, objective facilitator to assist in assessment.
- Secure a committee of experts to participate in the assessment.

Formal:

- School Assessment Survey
  Research for Better Schools
  444 North Third Street
  Philadelphia, PA 19123-4107

  Survey can be administered during a thirty minute Staff Meeting. For a reasonable fee, Research for Better Schools will process the data, complete a school profile, detailed item analyzes and a written summary.

- Middle Grades Assessment Program
  Center for Early Adolescence
  University of North Carolina at Chapel Hill
  Suite 211 Carr Mill Mall
  Carrboro, NC 27510

  Middle Grades Assessment Program (MGAP) can be used as an assessment tool to guide staff in taking a comprehensive look at the school and as a teaching tool to educate parents, policymakers and concerned citizens about healthy adolescent development and the school. Designed for junior high and middle schools.

Assessment should be based on researched facts which have been proven effective! Focus should not be only on the presence or absence of elements which contribute to effective programs but on the extent to which the elements are present in a program or school. Identify strengths and weaknesses of the school.

Developing A Program Improvement Plan

Format for the Plan:

There is no required format for the plan. However, see appendix, p. 17, for a sample format which includes the elements required by the federal register. Local school systems are encouraged to use whatever format is best in their particular situations. Federal regulations require the following to be included in the plan:

> 200.38[b][2][i] "A description of how the LEA will identify and modify Chapter 1 programs for each school of its participating children..."
>
> 200.38[b][2][ii] "Changes that have the greatest likelihood of improving the performance of educationally deprived children, including:
>
> A. A description of educational strategies designed to achieve the LEA's desired outcomes or otherwise to improve the performance and meet the needs of participating children;
>
> B. A description of the resources and how those resources will be applied to carry out the strategies selected, including, as appropriate-
>
> (1) Qualified personnel:
> (2) Inservice training;
> (3) Curriculum materials;
> (4) Equipment;
> (5 Physical facilities;
> (6) Technical assistance;
> (7) Alternative curriculum that has shown promise in similar schools;
> (8) Improving coordination between the Chapter 1 LEA Program and the regular school program;
> (9) Evaluation of parental involvement;
> (10) Appropriate inservice training for Chapter 1 staff and other staff who teach participating children; and
> (11) Other measures selected by the LEA."

Regulations also require that the LEA

- submit the plan to the local school board and the SEA;
- make the plan available to parents of participating children in the school; and
- develop timelines for implementation of each school's plan.

Important Note: The plan should also include local identifying information such as 1) name, address and phone number of LEA and individual schools, 2) contact persons, etc. (See Appendix, p. 17 for a sample format.)

IMPLEMENTATION OF PROGRAM IMPROVEMENT:

Resources -

1. Local Resources and Personnel:

   First and foremost, do not overlook personnel and programs in your own school and community:

   - Reading Supervisor
   - Math Supervisor
   - Lead Teacher or other teachers
   - Counselors
   - Psychologists
   - Director of Student Services
   - Director of Exceptional Children's Program
   - Dropout Prevention Coordinators
   - Speech/Hearing Specialists
   - Community Schools Coordinator
   - Superintendent
   - Assistant Superintendent
   - Principal
   - Other Agency Personnel (Public and Private), e.g., Health, Mental Health, private counseling, or training groups

2. National Diffusion Network:

- Programs in North Carolina or other states which have been validated through the National Diffusion Network can often provide training, consultation and other assistance. Over the past two years Chapter 1 has funded 18 National Diffusion Network programs in North Carolina: Alamance Co., Alleghany Co., Bertie Co., Brunswick Co. (2 projects), Craven Co., Forsyth Co., Guilford Co., Jackson Co., Lee Co., Macon Co., McDowell Co., Rockingham Co., Scotland Co., Stanly Co., Surry Co., and Wake Co. (2 projects). Schools should contact local Chapter 1 directors for information on their programs.

3. Effective Compensatory Education:

- Local Chapter 1 Directors are familiar with the schools in North Carolina and other states which have been recognized as a part of the Secretary's Initiative to improve education for the disadvantaged. The programs recognized exemplify the 10 principal attributes of successful programs. It is often very helpful for staff to observe a program which is being implemented successfully.

  Through the Secretary's Initiative, Chapter 1 programs have been recognized in the following school systems in North Carolina:

  1985 Currituck, Henderson, and Moore Counties, Salisbury City, N.C. Department of Correction

  1986 Alamance, Ashe, Caswell, Madison, New Hanover and Sampson Counties

  1987 Nash and Wilkes Counties

  1988 Beaufort County, Chapel Hill City, Durham City

  (1985-87 descriptions are in Effective Compensatory Sourcebook, Vols. II - IV.)

  Schools should contact the Chapter 1 directors if they wish additional information on these programs or wish to visit and observe on site.

4. Private Organizations And Individuals

Almost every community of any size has some very competent individuals or groups who will provide consultation and/or training on a contractual basis. The advantage of contracting with someone in one's area (public or private) is that the individual will be well informed of the local situation (hopefully in an objective way) and can provide ongoing assistance. Out of area/state personnel may also be helpful and can sometimes provide the ongoing assistance.

Following is a sampling of private groups or individuals who are available:*

Curriculum Development Associates
1211 Connecticut Avenue, NW, Suite 414
Washington, DC 20036
(202) 293-1760

Topics: Instrumental Enrichment (I.E.) has been used succesfully with a wide range of populations in terms of levels and ages around the world. In several large scales I.E. evaluations throughout the U.S., I.E. student gains on standardized tests such as the California Achievement Test (CAT) exceeded various comparison groups by significant margins. Teachers in the North Carolina Math and Science Education Network have used the program for the past two years with very positive results. These teachers work with females and minorities.

Higher Order Thinking Skills (HOTS)
Dr. Stanley Pogrow
University of Arizona
College of Education
Tucson, Arizona 85721
(602) 621-1305

Topics: HOTS, a program validated specifically with Chapter 1 students, combines socratic dialogue with computer software to help students develop four types of higher

*Inclusion or omission of persons or groups is not to be misinterpreted as endorsement or lack of endorsement.

order thinking skills. Data show significant gains on standardized tests by students using HOTS regularly for one to two years.

Computer Assisted Instruction: See Classroom Computer Learning, January 1989 and February 1989 for research on computer assisted Instruction.

The National Committee for Citizens in Education (NCCE)
Anne Henderson
Suite 301
10840 Little Patuxent Parkway
Columbia, MD 21044
(301) 997-9300

Topics: "School Based Improvement"
"Increasing Parent/Citizen Participation in the Public Schools"

Founded in 1973, NCCE is devoted exclusively to improving the quality of public schools through increased public involvement. NCCE is a non-profit organization supported by grants, gifts and contributions.

5. Technical Assistance Centers (TAC):

Jerry Jenkins, Deborah Moses
Educational Testing Service (ETS)
Suite 1240
250 Piedmont Avenue, N.E.
Atlanta, GA 30308
(404) 524-4501

Note: ETS is federally funded and works primarily through the state education agencies to provide services to local school systems. Services are federally funded with no cost to the local education agency.

Rural Technical Assistance Center (R-TAC)
One Decatur Town Center - Suite 150
150 E. Ponce de Leon Avenue
Decatur, Ga 30030
(404) 377-8130 - (800) 877-7809

Note: Rural TAC is federally funded and works primarily through the state education agencies to provide services to local school systems in rural areas.

Rural Education Institute
School of Education
East Carolina University
Greenville, NC 27858
(919) 757-6008

Note: Orginally funded by the Z. Smith Reynolds Foundation and now state funded to provide assistance to LEAs in Education Regions 1-4.

Rural Education Institute
School of Education
223 Killian Building
Western Carolina University
Cullowhee, N.C. 28723
(704) 227-7347

Note: The counterpart of East Carolina University which serves Regions 5-8.

Southeastern Educational Improvement
Laboratory (SEIL)
P.O. Box 12748
200 Park Offices, Suite 200
Research Triangle Park, N.C. 27709
(919) 549-8216

Note: Federally supported to serve six southwestern states, SEIL offers information and technical assistance to improve writing and math instruction, educational leadership, dropout prevention, rural education, instructional technology, school reform efforts and the teaching profession.

Onward to Excellence
Northwest Regional Education Laboratory
101 S.W. Main Street, Suite 500
Portand, Oregon 97204
(503) 275-9500

Note: The counterpart of SEIL, Northwest Regional Education Laboratory (NWREL) is an independent, nonprofit institution dedicated to improving outcomes for children, youth and adults by providing research and development assistance to schools and communities in providing equitable, high quality educational programs.

6. Department of Public Instruction Personnel

Consult your North Carolina Education Directory for a complete listing of persons available to provide consultation, technical assistance, and training on an ongoing basis . Do not limit yourself to the consultants in your area. Below is only a sampling:

Topic	Trainer	Phone
Reading	Cindy Heuts Communication Skills Consultant in each RegionalCenter	733-3703 Regional Center
Math	Jean Joyner Mathematics Consultant each Regional Center	733-3602 Regional Center
Integrated Curriculum	David Holdzkom	733-9230
We Can Help Children At Risk of School Failure	Dropout Prevention Staff	733-5461
Exceptional Children in Regular or Chapter 1 Classrooms	David Mills	733-2004
Early Childhood Programs	Laura Mast Jean Carter	733-3512 733-5461
Effective Schools	Lee Grier Gene Gallelli	733-2095
Child Abuse and Neglect	Jan Shafer	733-0100
Middle Grades	Nancy Farmer	733-3512

7. College and University Personnel

North Carolina is especially fortunate to have a college or university located in every area of the state. Staff are usually available to provide training on a number of topics such as the following:

- Instructional Techniques (All Areas)
- Behavior Management
- Reducing Stress (Students and Staff)
- Discipline
- Advocacy
- Counseling
- Early Childhood
- Math
- Reading
- Computer Assisted Instruction
- Parents as Partners
- Cooperative Learning

Evaluation: Just as students need regular feedback and reinforcement, persons involved in plans should not wait for the end of year review to evaluate what is happening. Early signals of success may be seen in improved attendance, more positive attitudes, increased cooperation etc. The Chapter 1 Director may wish to set specific timelines to meet with staff and discuss progress/lack of progress to date. Ongoing evaluation may also be incorporated in any plans for staff development.

APPENDIX

CHAPTER 1 SCHOOL IMPROVEMENT

IDENTIFICATION OF STRENGTHS AND WEAKNESSES

Rate the degree to which the following program attributes are reflected in the total school program by checking the block which best describes the extent to which the attribute is present in your school.

ATTRIBUTES	EXTENT PRESENT			
	To Some Degree	Average	Strong	Superior
Clear project goals and objectives that state high expectations				
Coordination of the regular school program and special programs				
Parent/Community involvement				
Professional development and training				
Strong leadership				
Appropriate instructional materials, methods, and approaches resulting in maximum academic learning time				
Closely monitored student progress providing regular feedback and reinforcement				
Positive school/classroom climate				
Excellence recognized and rewarded				
Evaluation results used for program improvement				

SCHOOL FACT SHEET

School Name: _____ Grades Served_____

Total Enrollment: _____ Average Daily Membership:_____

Dropout Rate: 1989-90 _____ 1988-89 _____ 1987-88 _____

Percent of students suspended (out of school): _____1989-90 _____ 1988-89

Percent of students absent daily _____ %. Percent of staff absent daily _____%.

Per pupil expenditure: _____1989-90 _____1988-89 _____1987-88

Average Achievement Test Scores:

Reading: _____1989-90 _____1988-89 _____1987-88

Language: _____1989-90 _____1988-89 _____1987-88

Math: _____1989-90 _____1988-89 _____1987-88

Other (Specify) _____1989-90 _____1988-89 _____1987-88

Average time daily per pupil spends on homework: _____

List Schoolwide staff development activitites during 1989-90. _____

_____

_____

List any parent/community involvement activities during 1989-90:_____

_____

_____

List awards presented during 1989-90:

Students: _____

_____

Staff: _____

_____

Is the LEA/school developing or implementing a plan for meeting accreditation standards? _____Yes _____No

NOTE: Analyze the facts to determine any weak or strong areas. In analyzing test scores, review gains of regular students vs the gains of Chapter 1 students.

CHAPTER 1
PROGRAM IMPROVEMENT PLAN

SAMPLE

LEA _____

ADDRESS _____

CONTACT PERSON _____ PHONE _____

NAME OF SCHOOL _____

ADDRESS _____

CONTACT PERSON _____ PHONE _____

Analysis of Annual Review:

Strengths: _____

Weaknesses: _____

Date Results Made Available to Teachers _____, Parents _____, Other (Specify) _____

Description of how results will be used for Program Improvement: _____

Program Modifications	Strategies	Resources	Timelines

Date Plan Submitted to:
Local School Board _____
Department of Public Instruction _____
Date Plan Made Available to Parents _____
Date Implementation to Begin _____

Signature of Person Submitting Plan: _____

For DPI Use Date Received: _____